Bullying Prevention Policy

Seville Primary School will provide a positive culture where bullying in all its forms is not accepted. All will have the right of respect of others, the right to learn and a right to feel safe and secure in their school environment.

Rationale:

- To educate and reinforce within the school community what bullying and cyberbullying are.
- To promote that any form of bullying is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim. Each report will be documented on the Compass.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation.

Definitions:

Bullying is when a person or a group of people **deliberately** upset or hurt another person or damage their property, reputation or social acceptance in a **repeated** manner over time. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to factors such as age, size, status or other reasons.
Bullying may occur because of perceived differences including but not limited to culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age, economic status or the holding or expression of particular personal or political views. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time and is often hidden from adults. The behaviour may continue if no action is taken.

There are several types of bullying.

For the purpose of this policy see definitions below:

Direct physical bullying	Includes hitting, kicking, tripping, pinching and pushing, continuously invading personal space or damaging property
Direct verbal bullying	Includes - name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Indirect bullying	Is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, and encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.

Cyberbullying	Is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can include:
	• Trolling (online fights using electronic messages with the intention to hurt)
• Harassment (repeatedly sending nasty, mean and insulting messages)
• Denigration (posting or sending gossip or rumours about a person to damage his/her reputation or friendships)
• Outing (sharing someone's secrets or embarrassing information or images online)
• Exclusion (intentionally and cruelly excluding someone from an online group)
• Cyber-stalking (repeated intense harassment and denigration that includes threats or creates significant fear).
• Sexting (the creating, sharing, sending or posting of sexually explicit messages or images via the internet, mobile phones or other electronic devices by people, especially young people).

Seville Primary School provides specific advice to students about cyber-safe behaviours that help prevent cyberbullying. As such, this policy works in conjunction with the SPS Student Engagement and Wellbeing Policy, SPS Cybersafety Policy and SPS Acceptable Use Agreement (an agreement which requires students and families to agree to positive online behaviours designed to reduce and eliminate cyberbullying). |

When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self- confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

Bullying is not:

Mutual conflict	An argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem.
Social rejection or dislike	Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
Single-episode	Acts of nastiness or meanness, or random acts of aggression or intimidation – while unacceptable are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Role and Responsibilities

All students have the responsibility to:	All staff have the responsibility to:	All parents and guardians have the responsibility to:
- Show respect for all members of the school community. - Treat others with courtesy, kindness and respect including active listening of others. - Take responsibilities for their own actions; value others, allowing for individual differences and similarities. - Not take part in bullying in any way (zero tolerance). - Report incidents of bullying to a teacher. - Understand and not tolerate the participatory role of bystanders. - Speak out against bullying and report it when seen. - Report if they are bullied. - Support students who are bullied. - Support the Student Representative Council to assist with anti-bullying suggestions.	- Model and promote positive relationships that respect and accept individual differences and diversity within the school community. - Treat others with courtesy, kindness and respect, including active listening to others. - Apply knowledge of the school's bullying prevention policy. - Model bullying prevention attitudes and behaviour. - Be alert, attentive, proactive and responsive to potential signs and behaviours of bullying behaviour. - Respond in a timely manner to incidents of bullying according to the school's bullying prevention policy. - Document all incidents of bullying and harassment in line with the school's required processes. - Provide support and refer as needed. - Listen when a student needs to speak about particular school or home matters	- Model and promote positive relationships that respect and accept individual differences and diversity within the school community. - Treat others with courtesy, kindness and respect including active listening to others. - Be aware of the school's bullying prevention policy and assist their children in understanding bullying behaviour. - Support their children in developing positive responses to incidents of bullying consistent with the school's bullying prevention policy. - Watch for signs of distress in their child. - Report incidents of school related bullying behaviour to the school. - Provide support and encourage their child to seek help. - Work collaboratively with the school to resolve incidents of bullying when they occur. - Make use of the resources provided on the Department of Education website in relation to bullying and harassment

Implementation:

Prevention Strategies

- A summary of this policy and practices will be included on the School Website
- All staff will receive ongoing documentation and professional learning as part of the school's approach to bullying prevention.
- We use our positive behaviour expectations to build and foster an environment enabling respect and safety.
- We teach students a curriculum that promotes resilience, life and social skills, assertiveness, conflict resolution and problem solving. The Tribes Program is implemented within the school.
- The school's curriculum programs will emphasise roles and strategies for all involved in a bullying episode – including the role of bystanders.
- Student programs will be organised to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum and in peer support programs, leadership programs, extra-curricular programs and occasional activities run by outside experts and workers.
- A data collection tool is used to identify students' perceptions of safety, hot spots for bullying behaviour, and associated patterns of behaviour. The data from this tool is reviewed by the School leadership and Staff and appropriate responses implemented.

What can the student do if they are being bullied (to diffuse the situation)

We do not tolerate bullying. If you find yourself in a bullying situation, one or more of the following strategies may be effective:
- Try to act unimpressed or unaffected.
- Say 'No!' firmly.
- Talk to the teacher or another staff member.
- Act confidently even when you don't feel it.
- Walk away when the bully approaches you.
- Use positive self-talk.
- Give a quick reply to surprise or disarm the other child.
- Use a routine response (e.g. okay, whatever) that implies that the child is not bothered.

Responding to Reported Incidences of Bullying

A school-wide approach will be taken to deal with bullying and harassment in a consistent and systematic way. Staff programs will occur periodically to keep staff informed of current issues and strategies for dealing with these issues. Teaching staff are responsible for ensuring that incidences of bullying are dealt with as soon as possible and in a manner consistent with the Student Engagement and Wellbeing Policy.

When a bullying incident is reported or observed we use the following actions:

1. The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying and harassment, by:
- Thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/guardians and planning interventions.
- Finding out the circumstances and who are involved.
- Talking to each student involved in the incident to ascertain their actions.
- Speaking to any bystanders as needed.
- If a teacher feels a student is at serious and imminent risk from bullying and harassment they will pass on the information to the appropriate student management leader in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and verify the actions taken.

- After discussion with the victim, determine how they would like to proceed. If they indicate their willingness, act as a mediator so that the victim can discuss the matter with the bully/harasser and they can make amends and plans for future behaviour.
- Monitor the behaviour of students involved for an appropriate time following this discussion. Both the victim and initiator may need support to avoid repeated incidents and this will be monitored by teacher and leadership.
- Parents/guardians of both victim and initiator are contacted and informed.
- Other teachers are informed of incidents in order to help monitor any further incidents and to follow up consistently.

2. Constructive strategies to deal with bullying include: education in coping strategies; assertiveness training; problem solving and social skills; counselling, reteaching experiences and behaviour modification. These strategies will be employed in preference to disciplinary actions and negative consequences, although disciplinary arrangements will be enacted where appropriate.

3. If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Engagement and Wellbeing Leader. They may:
- Meet with the student to develop a behaviour support plan.
- Provide discussion/mentoring of different social and emotional learning competencies including structured learning activities.

4. For 'at risk' students whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, a behaviour management support plan should be developed. The plan will be developed by a member of the student engagement and wellbeing team in consultation with student, parents/carers and teachers.

A behaviour management support plan and associated interventions help connect the student to programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (such as skills, values).

5. A student whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing of themselves or other individuals within the school, will be referred to outside agencies for evaluation. Student Wellbeing Coordinator will connect the school, student and families to those community agencies and organisations that can offer more intensive services to the student and their family.

Note: Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the School's Engagement and Wellbeing Policy. The principal or their nominee will provide disciplinary consequences, including suspension in accordance with DET Student Engagement and Inclusion Guidance at any stage in the process depending on the contextual information relating to the severity of the bullying.

Additional and Relevant Documents:

- SPS Student Engagement and Wellbeing Policy
- SPS Cybersafety Policy
- SPS Acceptable Use Agreements (Staff and Students)

Evaluation:

This policy will be reviewed as part of the School's three-year review cycle

This policy was ratified by School Council in 2018.

This policy will be reviewed by School Council in 2019.